DOCUMENT RESUME

ED 125 227 EC 090 495

AUTHOR	Joncich, Mary J.
TITLE	NIMIS Data Preparation Manual. Revised Edition. (Includes Addendum).
INSTITUTION	National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.
PUB DATE	Jan 76
CONTRACT	OEC-0-72-4478
NOTE	93p.
AVAILABLE FROM	Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 ($2.00 Publication Number NC-76.401)
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Documentation; Exceptional Child Education; Guidelines; *Handicapped Children; *Information Processing; *Information Systems; *Instructional Materials; Instructional Media
IDENTIFIERS	NIMIS

ABSTRACT

Provided is a manual which explains policies and procedures followed in the cataloging, abstracting, and data entry of information on instructional, measurement, training, and prototype materials for the handicapped to be stored in the NIMIS (National Instructional Materials Information System) data base. It is noted that close adherence to the manual in the completion of report forms will result in the uniform and standard preparation of abstracts and will facilitate an accurate representation of materials identified in NIMIS. Covered in the first section is information on essential fields recorded on the NIMIS report form, word usage, punctuation/capitalization, abstract delineation, and the release clause. The bulk of the document explains the preparation of abstracts on instructional materials in terms of accession number, preparation source, author/corporate author, title, edition, price, publication information, program/series note, media format variant, numerical identifier, vendor, supplementary note, title alternative, equipment needed, cautionary note, evaluation information, abstract description, thesaurus descriptors, and media format. Also included are brief instructions for the entry of data on measurement materials, prototype materials, and training materials. Among appendixes are a list of preparation sources, a Roman numeral conversion chart, sample NIMIS report forms, NIMIS data preparation manual form for submitting suggestions, and a booklet with instructions for completing the NIMIS audiovisual report form. (SB)

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NATIONAL INSTRUCTIONAL MATERIALS INFORMATION SYSTEM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ED125227

NIMIS

DATA PREPARATION MANUAL

REVISED EDITION
January, 1976

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Edited by Carl F. Oldsen

EC090495

NATIONAL CENTER ON EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED
The Ohio State University
Columbus, Ohio 43210

January, 1976

Publication No. NC-76.401

The Center is funded under Contract OEC-300-72-4479 by the Office of Education, U.S. Department of Health, Education, and Welfare; the contract is administrated through the College of Education and the Research Foundation of The Ohio State University. Contractors undertaking such projects under government sponsorship are encouraged to express their judgment free in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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Preface

The National Instructional Materials Information System (NIMIS) is a pioneering application of technology in information science on behalf of the education of the handicapped. It is rapidly approaching prototype testing and an operational phase in its development. Each new component and each new stage in the NIMIS development brings it closer to achieving major benefits for children who are handicapped and those who work with them. The data preparation manual is an important component of this process.

The *NIMIS Data Preparation Manual* describes the policies and procedures for completing the NIMIS Report Form in the abstracting of instructional, measurement, training and prototype materials. Included in this manual are the policies and procedures for identifying and recording data elements, sample report forms, a preparation source table and a user questionnaire.

This manual is the result of a continuing compilation of experience to date in the preparation and editing of NIMIS data by the Area Learning Resource Centers, Specialized Offices and the National Center on Educational Media and Materials for the Handicapped. The assistance and cooperation of many individuals and their agencies are acknowledged with great appreciation.

Comments and suggestions on how to expand and improve the usefulness of this manual would be appreciated. Please forward commentaries to the editor of this manual in care of NCEMMH, using the form provided in *Appendix D*.

Dr. S. C. Ashcroft
Director of NCEMMH

Introduction

The *NIMIS Data Preparation Manual, second edition,* was prepared in conjunction with the revised NIMIS Report Form and incorporates and reflects those modifications and changes. Close adherence to the manual in the completion of the report forms will result in the uniform and standard preparation of abstracts and will facilitate an accurate representation of materials identified in NIMIS.

This manual has been updated in an attempt to cover and accomodate the needs of the Specialized Offices responsible for abstracting, the data entry process and the user retrieval system. Certain fields have been altered slightly, others modified considerably and a few deleted altogether. Based on experience with the operating system, these adaptations reflect, and hopefully, fulfill the necessary alterations required. As the system develops and expands, future editions of the manual will provide additional refinements in the various aspects of NIMIS.

Essential Fields

The fields considered to be essential for the minimum requirements of the NIMIS system are listed below with their designated abbreviations. The fields were repositioned on the report form sequentially according to the data entry procedure and process. Certain required fields were added and others were merged due to the redesigning of the form; all essential fields, however, contain pertinent information necessary for satisfactory use of the system. When information regarding these fields is indeterminable, "NA" (*Not Available*) is the required entry. The "NA" entry applies only to those essential fields as asterisked on the report form; in all other fields, no entry is required when information is unavailable.

Preparation Source	PS
Author/Corporate Author	AU
Title	TI
Price	PR
Publication Information	PI
Place of Publication	
Publisher	
Production Date	
Copyright Date	
Abstract Description	AD
Media Format	MF
Thesaurus Descriptors	TD

Abbreviations

The use of abbreviations is restricted to specified fields and types of information. Abbreviations may be used in the recording of names and addresses of publishers in the Publication Information, Vendor and the Author/Corporate Author fields; the information should be recorded as it appears on the catalog and the city and state must be written out in full.

Standard mathematical notations and symbols may be used in recording measurement in the Abstract Description. Among the accepted abbreviations are:

inch	=	*in.*
foot	=	*ft.*
centimeter	=	*cm*
decimeter	=	*dm*
meter	=	*m*
kilometer	=	*k*
liter	=	*l*

The symbols for 'inch' and foot' (" and ') are to be used when entering the Arabic numeral (12' x 8'). When referring to the term, a period must follow the 'in.' or 'ft.' abbreviation; no period is used when recording the Metric measures (*cm, dm, m, k, l*).

Articles

The articles *"A", "An", or "The"* should be included as the first words when recording a title given as such. The reading of the title is generally more meaningful with the inclusion of these initial articles.

Punctuation/Capitalization

The following guidelines were devised in an effort to maintain consistency in the recording of information in the abstracting process:

Punctuation

1. Complete all sentences, including the title statement, with a period.

   EXAMPLES:

   Flying squirrels and other stories.
   Much majesty, by Sara Srygley (and others).
   This text is also available in braille.

2. Separate the information recorded in the Publication Information field with commas.

   EXAMPLES:

   Chicago, Illinois, McGraw-Hill, 1967, c1964

3. Do not hyphenate thesaurus descriptors. Record all descriptors as they appear in the *Instructional Materials Thesaurus for Special Education, second edition* and subsequent revisions.

   EXAMPLES:

   Partially sighted
   Self expression

4. Super- and subscripts may be used in the Abstract Description.

   EXAMPLES:

   This book is intended for use with level 3^{3}.

5. International Standard Book Numbers are to be recorded without punctuation. All other numerical identifiers are to be entered as they appear on the material or in the publisher's catalog.

   EXAMPLES:

   ISBN 082738498X
   LC 74-85739
   APH 4-7368

6. Entries in the Supplementary Information field should contain the appropriate information and the field in which the information is contained, separated by a colon.

EXAMPLES:

Adapted by Walt Disney: Supplementary note
Self-adhesive tape: Equipment needed

7. Use double (" ") quotations when recording component titles in a series abstract; use single (' ') quotations when recording poems, chapters or smaller units of an individual title.

EXAMPLES:

Large type edition of books in the Mankind in Time Series are: "Learning to look at our world" and "Changing new world."

The last section of "Open highways" is a book-length chapter entitled 'Eskimo boy' by Erica Pipaluk.

In recording titles, use double (" ") quotations when coding a level or unit of a material designated by a single letter. No punctuation is necessary when recording numbers.

EXAMPLES:

Basic health science "E".
Communicating 2.

Capitalization

1. Capitalize only the first word and any proper nouns in the title statement. With the exception of exclamations and questions, all other words in the title are recorded in lower case.

EXAMPLES:

Matter; an earth science.
Cowboy Sam and the indians.
Fire! Fire!

2. To distinguish a series from a title entry, capitalize every major word in the Program/Series Note field. When entering that series as a title, conform to the convention for titles.

EXAMPLES:

Concepts in Science Series
(entry as a Program/Series Note)

Concepts in science series.
(entry as a Title statement)

3. Capitalize the first word only of multiple-word thesaurus descriptors.

EXAMPLES:

High interest low vocabulary
Earth science
Grade 7

4. Record the publisher as it appears on the catalog, capitalizing all major words of the name.

EXAMPLES:

American Printing House for the Blind
Advanced Learning Concepts
Follett Publishing Company

5. Capitalize all letters of an abbreviation.

EXAMPLES:

APH
ISBN
LC

Roman Numerals and Numbers

Convert Roman Numerals to the Arabic equivalent with the exception of title entries; the title should be recorded exactly as it appears on the materials.

Enter any number in Arabic notation with the exception of two numbers appearing in combination; write the first number as a word and enter the second in Arabic.

EXAMPLES:

Modern mathematics II.
Wordcraft/1.
Thirteen 30-30 rifles.
2nd edition

Abstract Delineation

The revised NIMIS Report Form is included in Appendix *C* . A model of a completed abstract follows in Appendix *C* . The form itself has been modified and has been printed in blue ink in order to assist the offices in the abstracting procedure and to alleviate confusion in the data entry process. To derive full benefit from the revision, it is necessary that the original NIMIS Report Form be forwarded as the National Center copy; xerox copies may be made for record keeping purposes in the individual locations.

The information recorded on the NIMIS Report Form must be kept within reasonable limits in order to maintain maximum efficiency and success in use of the system. In keeping with the standard, therefore, the length of a completed record may not exceed 400 words or 3600 characters. The Abstract Description should be restricted to 240 words or approximately 25 lines. The number of descriptors in both the Media Format and Thesaurus Descriptor fields combined should not total more than thirty. The acceptance of these suggested guidelines will further insure the accomplishment of the desired effects of NIMIS.

Release Clause

The diverse nature of instructional materials is such that all the complexities and idiosyncracies which may arise in preparing abstracts cannot be adequately foreseen or handled in a data preparation manual. This manual does not purport to deal with every category, to attempt to answer every question nor to consider every situation that may occur in the abstracting process. Thus, individual discretion and interpretation on the part of the abstractor are encouraged when dealing with unusual circumstances. Any deviation from or translation of the manual should precipitate notification to the proper source for necessary alteration or change in future editions of this manual. Abstracts departing from the standards established herein when resulting from such circumstances will be given due consideration as submitted.

Instructional Materials

Instructional materials are defined as materials used by teachers and/or parents in the process of teaching skills to children.

Accession Number

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) will assign a six digit accession number to each instructional material abstracted at the point of entry into the NIMIS files.

> The prefix code "IN" (Instructional Material) is the only information to be recorded in this field by the abstracting offices.
>
> EXAMPLE:
>
> *IN*

Refer to the appropriate sections for special instruction for Training (TR), Measurement (ME) and Prototype (PR) materials.

Preparation Source

Each abstracting agency will be assigned a three digit number to be used as a code to indicate the source of data preparation of the individual NIMIS Report Forms. In addition to this three digit center-identification number, a six digit internal accession number will be assigned to each form by the individual offices for the purpose of in-house document retrieval. Refer to Appendix A for additional preparation source number codes.

A space-dash-space will be used to separate the preparation source code from the accession number; the internal accession number will contain a space after the first three digits to facilitate reading of the number.

EXAMPLES:

001-001 345
002-002 673
003-000 987

Author/Corporate Author

The author is an individual chiefly responsible for the artistic or intellectual content of the work; the corporate author is a corporate body other than an individual who is responsible for the production of the material. A corporate author may include a company, producer, publisher, institution or agency credited with the originating and releasing of the instructional material; an individual is not considered to be a corporate author.

A. Enter the author's name when an individual is credited with the authoring or editing of the material and his name appears on the material itself. Enter the corporate body responsible for the content of the work if no author or individual is mentioned. Authors are entered last name first; corporate authors are entered as the name appears on the publisher's catalog, including any abbreviation.

EXAMPLES:

Whitehead, Robert A.
A. B. Dick and Company

B. When abstracting a series or collection authored by several individuals, record *"NA"* in the Author field if no one person carries responsibility throughout the entire series. An editor's name is an appropriate entry for the author if the same individual(s) is credited as primary 'author' for each individual title in the series.

EXAMPLES:

Reader's Digest Series edited by L. Tames.

Tames, L.
(NIMIS Author entry)

SRA Guidance Series contains "Becoming a man," by Wells, "Building your philosophy of life," by Neugarten, and "Becoming a leader," by Ole.

NA
(NIMIS Author entry)

C. When two authors are responsible for the content of a work, record the primary author in the Author/Corporate Author field. The secondary author will be entered in the Joint Author field on page two of the report form. If three or more authors are credited, enter only the primary author followed by the words *"et al."*

EXAMPLES:

Single author	*Botel, Morton*
Two authors	*Dawkins, John* (Whitney, R. entered in Joint Author field)
Three or more authors	*Christ, Henry et al.*

D. Adaptations, illustrations, orchestrations or other such information must be credited in the Supplementary Information field; record the original author (if one is known) in the Author field.

EXAMPLE:

"Winnie-the-Pooh," adapted by Walt Disney based on the story by A. A. Milne

Milne, A. A.
(NIMIS Author entry)
(Walt Disney entered as adaptor in SI field)

E. Subsidiaries, local offices or subordinate units of a larger corporate body are entered as the corporate author when that subsidiary has a catalog containing that material being abstracted. When it is impossible to determine which unit is responsible for the product or its availability, record the largest unit. The abstractor may use individual judgment in the decision of authorship responsibility or choice of entry.

EXAMPLES:

The Judy Company is owned by General Learning Corporation but has its own catalog containing the material in hand.

The Judy Company
(NIMIS Author entry)

Becker & Hayes, subsidiary of John Wiley & Sons, has no catalog and responsibility is indeterminate.

John Wiley & Sons
(NIMIS Author entry)

Title

The title is the name of the work or the word phrase by which the instructional material is identified. The title should be taken from the physical piece whenever possible; if no designation appears on the material itself, the title should be entered as it is stated on the cover or container in which the entire instructional material is packaged.

A. Record the title exactly as it appears on the material including "*A*", "*An*" or "*The*" as the initial words of the title and any Roman numerals or numbers. With the exception of proper nouns, capitalize only the first word of the title statement, and end with a period.

EXAMPLES:

Learning about Latin America.
The book of life.
Modern mathematics II.
Indy 500.

B. Include any subtitle or second title in the title statement transcribing it as it appears on the title page or cover of the material. If no punctuation is used to separate the subtitle from the title proper, punctuate as appropriate for clarification and readability of the title statement.

EXAMPLES:

Life; a biological science.
Our working world: families.
Modern science; level 3.
Basic language: messages 5.
Detecting the sequence: "A".

C. For works of single authorship, no author need be mentioned in the title, but two or more authors are included in the title "by" statement as specified in the examples below. Use a comma to separate the title from the "by" statement, and enclose in brackets any information not found on the title page or cover of the material.

EXAMPLES:

Single author	*Tennis champ.*
Two authors	*Adventures for you, by Eva Jones and Eric W. Johnson.*
Three or more authors	*Open highways; book 5, by Helen Cole (and others).*

D. Omit edition, unit or level statements in the title phrase unless they are necessary to uniquely identify that material. This might occur in a series of a single title for all works in that series, distinguished only by the level or grade number or letter. "*Teacher*" and "*Student*" edition are both appropriate entries for inclusion in this field.

EXAMPLES:

Series title	*Scott Foresman Reading Systems*
Title in series	*Scott Foresman reading system - level 21 - Triumphs*
NIMIS entry for title	*Triumphs.*
Series title	*Follett Basic Learning Program - Study Lessons in Our Nation's History - Unit 6 - Building a Great Nation*
Title in series	*Study lessons in our nation's history - building a great nation*
NIMIS entry for title	*Building a great nation.*

Edition

The edition statement is a notification of an update, revision or other variant edition of an already existing material. Such information may include a large type or braille version or an abridged or revised edition. "*Teacher*" and "*Student*" editions or "*classic*," "*bicentennial*" or other such statements are not appropriate entries for this field.

Record the edition as stated on the instructional material. Numerals may be used to record an updated edition; the abbreviation is also accepted. Capitalize the first word only of multiple-word entries.

EXAMPLES:

Large type
U. S. edition
3rd edition
Revised edition

Price

The price entry will consist of purchase price information only. When abstracting a series title, record a price only if a price for the entire series is available. Prices of individual components may be enumerated in the Abstract Description.

Record the purchase price as given in the publisher's catalog. If the material is rental only, free, or no price is given, enter "*NA*".

EXAMPLES:

$3.75
$106.50
NA

Publication Information

The publication information consists of the place of publication, the publisher, the production date and the copyright date. These four pieces of information comprise the imprint, and commas should be used to separate these entries on the report form.

Place of Publication

Enter the address of the publisher as it appears on the catalog. The street address may be abbreviated, but the city, state information must be written out in full.

EXAMPLES:

18 9 Frankfort Ave. P.O. Box 6085
Louis ille, Kentucky

211 N. Wisconsin Ave.
Milwaukee, Wisconsin

Publisher

A. Enter the publisher as it appears on the material or in the catalog. Capitalize every major word in the name, omitting such designations as "*Inc.*", "*Corp.*", or "*Ltd.*" unless they are necessary to distinguish the publisher name.

EXAMPLES:

American Printing House for the Blind
Advanced Learning Concepts
California State Department of Education
Ginn and Company

B. In cases where the material is published by Media Services and Captioned Films, enter that information in the publisher field; in the Abstract Description add the note, "*This film is available from Captioned Films libraries.*" In the vendor field enter "*SAME*".

Production Date

The production date is the date of printing or production/ manufacturing of an instructional material. Enter the date as it is given on the material, converting Roman numerals to the Arabic equivalent using the conversion chart in the appendix. If no production date is available, enter "*NA*".

EXAMPLES:

1967
1972
NA

Copyright Date

The copyright date is the date the instructional material was copyrighted. This information always appears next to the © symbol and is preceded by a "c" on the NIMIS report form. Enter the most recent date if two dates or a range of dates is given. Convert all Roman numerals to the Arabic; record "*NA*" if no date is given.

EXAMPLES:

c1967
c1975
c NA

PN

Program/Series Note

A series is defined by the American Library Association in its *Anglo-American Cataloging Rules* as "a number of separate works issued in succession and related to one another by the fact that each bears a collective title ...; normally issued by the same publisher in a uniform style, frequently in a numerical sequence." For the purpose of NIMIS, using the guidelines set by the ALA definition, a series will be designated as such according to the interpretation of the abstractor. Titles do not have to be used in conjunction with one another to be considered a series, but they must be grouped under a single title or statement in the catalog or on the material itself. Mere categorization or grouping of like objects should not necessarily be construed to be a series proper. Discretion should be used in discerning a series note from a catalog heading.

Record only the grosser series title; individual titles of components or smaller series units are not to be entered. Capitalize every major word of the series; do not end the note with a period.

EXAMPLES:

Cowboy Sam Readers
SRA Guidance Series
America Reads Series
Concepts in Science

Media Format Variant

The media variant is an alternate form or medium of the same material, published or produced by the same company. A material may be produced in film format as well as book; a tape may be put out in cassette as well as reel-to-reel. Variants may be handled by a Specialized Office even when they do not possess the actual piece itself.

A. The media variant entry must also be taken from the Form/Format descriptors in the *Instructional Materials Thesaurus for Special Education, second edition* and subsequent revisions.

EXAMPLES:

Tape cassettes
Large type materials
Filmstrips

B. Record a variant only when a variant exists and is produced and available from the same company as the original material. When abstracting a series title, record a variant only if that variant is available for every component of the series.

EXAMPLE:

Adventures in Literature Program, in large type print, is also available in braille.

Braille
(NIMIS Media Format Variant entry)

Numerical Identifier

The numerical identifier is a code assigned to the instructional material for identification in the ordering or retrieving of the material. The only appropriate numbers for this field are: International Standard Book or Serial Numbers (ISBN, ISSN), Library of Congress numbers (LC), American Printing House for the Blind item numbers (APH), and United States Patent numbers (U.S. Pat. No.). Other numbers appearing on the material or in catalogs are to be disregarded for use with this field.

> Enter the number preceeded by the appropriate code or abbreviation for that source. The numbers are to be entered in Arabic; the source abbreviation in upper case letters. Record any International Standard Book Number without punctuation; all other numbers are to be entered as they appear on the material or in the catalog.
>
> EXAMPLES:
>
> *ISBN 18722673X*
> *LC 73-29837*
> *APH 4-7583*

VN

Vendor

The national vendor is the central source from which the material may be purchased. Entries should be made in this field only when the vendor is other than the publisher. A "*distributed by*" statement may cue this information in the catalog; such a statement preceedes this entry on the NIMIS Report Form.

A. Enter the vendor when different from the publisher. When the vendor is the same, enter "*SAME*".

EXAMPLES:

Distributed by Follett Publishing Company
SAME

B. In the event that the material is sold only through local offices of a national company, a statement to that effect would be an appropriate entry.

EXAMPLES:

Distributed by local vendor only.
Distributed by regional offices only.

C. Enter "*SAME*" when the material is published and distributed by Media Services and Captioned Films. Further elaboration is included in the Abstract Description.

EXAMPLE:

SAME

Supplementary Note

The supplementary note qualifies or amplifies the general description of the material in order to further identify or characterize a particular field of information or the material itself. The necessity of this information will be left to the discretion of the abstractor. The following types of information would be appropriate entries for this field:

1. Adaptation, orchestration or other such statements to further clarify parties participating in the creation of a work, and not credited elsewhere on the form.

2. Statements not appropriate for other fields which are necessary to edify or identify the work and further distinguish it from others. The recording of this information is left to the interpretation of the abstractor.

Record the information in statement form in the Supplementary Information field. Separate the statement from the designation "Supplementary note" with a colon, capitalizing the first word of the statement and the first word of the field designation.

EXAMPLES:

Adapted by Walt Disney: Supplementary note
Compiled by National Geographic: Supplementary note
Orchestrated by E. Jurey: Supplementary note

Title Alternative

The title alternative represents a second name by which the same instructional material is known. Examples of title alternatives include a revision in the title of the material, or a variation in the title as it appears on the material from what is given in the publisher's catalog. Smaller units of a series note are not appropriate entries for the title alternative, which is to be entered in the Supplementary Information field.

Enter the title given in the publisher's catalog as the title alternative when variant from the title on the material itself; the title on the material will be recorded in the title field. Capitalize the first word of the title and proper nouns only, and enter the designation "Title alternative" separated by a colon. It is not necessary to end the statement with a period.

EXAMPLES:

Title on material	*Using the Cranmer abacus for the blind*
Title in catalog	*Using the Cranmer abacus*

Using the Cranmer abacus: Title alternative
(NIMIS entry for Title alternative)

Revised title	*Mathematics for children K-6*
Original title	*Basic mathematics for children*

Basic mathematics for children: Title alternative
(NIMIS entry for Title alternative)

EN

Equipment Needed

The equipment needed field is used to record any equipment required for use with the instructional material which is not obvious or readily apparent from the description of the material itself. The primary function would be to act as an alert in the required accession of special provisions prior to receipt of the material, or if the user would not otherwise be aware of the necessity of that equipment.

Record the term for the equipment needed in the Supplementary Information field separating it from the field designation with a colon. Capitalize only the first word of multi-word equipment terms, and the first word of the field designation.

EXAMPLE:

Overhead projector: Equipment needed

CN

Cautionary Note

The cautionary note is an alert to notify the potential user of any conditions or restrictions of the material prior to its receipt, or to provide instructions not included with the material itself. This is an attempt to minimize potential danger to the user or to the material, to minimize damage, and/or prevent a utilization which may diminish the effectiveness of the material.

Record this information in the Supplementary Information field separating the information and the Cautionary note designation with a colon.

EXAMPLE:

Flexible record may warp with heat: Cautionary note

Evaluation Information

The evaluation information will consist of any combination of the following four sentences applicable to the particular material being abstracted. This is the only entry to be made in this field. The 4 evaluation statements are:

1. *The material has been reviewed by Specialized Office _____ and judged appropriate for use with _____.*
2. *Field evaluation data are available. Results show that these materials are suitable for the _____.*
3. *Evidence shows that this material is currently being used by teachers in education programs for the_____.*
4. *This material has been recommended by an authoritative body for use with the _____.*

Fill in the appropriate learner descriptor(s), and Specialized Office code where applicable, to the statements which apply to the material being abstracted. The entry will consist of the completion of the first statement and any appropriate combination of the other three statements.

EXAMPLE:

This material has been reviewed by Specialized Office 3 and judged appropriate for use with the developmentally disabled.

It is suggested that the descriptors used be taken from the *Instructional Materials Thesaurus for Special Education, second edition* and subsequent revisions.

Abstract Description

The abstract field is one of importance to the users of the NIMIS system in the clarification and further elaboration of the material being reviewed. In conjunction with the thesaurus descriptors, the abstract description will be used to glean information of importance not found elsewhere on the record. As such, it is imperative that the abstract description adhere to specified standards, limits and restrictions.

General Guidelines and Parameters

1. The abstract should contain no more than 100-120 words or 10-12 lines as an ideal. The maximum length of the abstract may not exceed 25 typewritten lines or approximately 250 words. It should be written as concisely and precisely as possible in a grammatically correct style including complete sentences.

2. Abbreviated words and acronyms must be written out in full the first time used in the abstract description. Numbers may be written in Arabic notation unless two numbers are used in conjunction with one another; spell out the first number and write the second in Arabic.

   EXAMPLES:

   two 12-gauge shotguns
   four 2 carat diamonds
   PLDK
   (Peabody Language Development Kit)

3. The use of parenthesis should be avoided in the abstract description. Commas should be used to set off or separate distinct pieces of information.

   EXAMPLES:

   Cat. No. 4-2856, $7.50, ...

4. Individual titles in the abstract of a series should appear in double (" ") quotations; collections, poems or segments of a title in single (' ') quotations.

   EXAMPLE:

   Books included in series are "A duck is a duck," "Skies and wings," "To turn a stone," and "On the edge." 'Amigo' is a book-length chapter in "Skies and wings."

5. When the publisher's catalog rather than the physical material itself is used in abstracting, credit the publisher by recording the initials of the publisher prior to the abstractor's own initials. Capitalize all initials, separating the two sets by a slash. Include the date the material was abstracted separated from the initials with a comma.

   EXAMPLES:

   MSCF/MHH, 6-75
   M-H/DFG, 10-75

6. The abstract should contain descriptive information rather than evaluative information. Avoid such words as "excellent," "good" or other judgmental terms.

7. The purpose of the abstract description is to present and elaborate on information not found elsewhere on the report form. In order to reinforce major pieces of information, certain terms or entries found in other fields may be included in the abstract description. Caution should be taken to avoid verbosity and redundancy. The extent to which cross-referencing is recorded is left to the discretion of the abstractors. The detail or extent to which this type of information is entered, however, shouldn't exceed reasonable limits and boundaries.

Preparing the Abstract

The following criteria represent an attempt to anticipate those questions that a potential user would ask about instructional materials. It goes without saying that not all questions would be asked about all materials, and the major skill of abstracting remains that of determining the relevance of information. The following criteria are offered as suggestions in preparing the abstract:

Content

A. The content of the abstract should be as non-repetitive as possible. Descriptors are usually very general, and the user seeks detail, so it is frequently essential to amplify, elaborate or clarify information entered elsewhere.

B. Because content covers the entire range of human knowledge, it is difficult to develop a model. Describing science materials is not the same as describing literature; history is not reviewed the same as philosophy. The treatment of the content, therefore, will vary according to the field of knowlegde covered.

C. The user probably not only wants to know the range and scope of a material, but also something about the treatment and perspective. For example, is it a summary, an overview or a first-hand account; is it detailed or general?

D. The user also is interested in how the content is sequenced and organized. Is it performance-based, or is it developed around behavioral objectives or criterion-referenced? Does it have a teacher's manual or built-in assessment procedures?

Purpose

A. Describe the purpose of the material and what its intended outcomes are. This information will usually be found in catalogs and promotional literature; do no invent a purpose for a material when none is stated.

Conditions of Use

A. Further elaboration may be required for the Media Format and Thesaurus Descriptor fields.

B. A statement on "consumables" or such teacher-made supplementary materials may be required.

C. Preparation time, additional personnel needed and any significant change in classroom environment may need to be specified.

D. Amplification on parameters of use, nature of scheduling, time frame of usage, special significances for time of year or levels of development, etc. may be required.

E. References to entry skills or behaviors required for effective utilization of the materials may be necessary.

F. Inconsistencies, such as between reading and interest level or content and maturity, should be mentioned.

G. Components of a unit, when available on a separate purchase basis, should be itemized.

Appropriateness for Target Population

A. Elaborate on the applicability of the material to a designated handicapping condition. State the specific learner population the material was designed or developed for and the level of development.

B. Provide information concerning the development of a product when appropriate to improve credibility of the material; i.e., was it developed by a USOE Grant, by Children's Theatre, or by the American Printing House for the Blind?

Special Considerations for Kits and Equipment

A. Itemize component parts of kits, their titles and prices, when available.

B. Specify the number of students served by the contents of a kit.

C. Indicate any restrictions involved in the use of any equipment.

Thesaurus Descriptor

Thesaurus descriptors are the subject headings that are used to describe the instructional material for retrieval purposes in NIMIS. The descriptors are a vital means of precise retrieval, and, as such, it is imperative that accurate descriptors be used in abstracting the material. All descriptors used are to be taken from the *Instructional Materials Thesaurus for Special Education, second edition* and subsequent revisions.

General Guidelines

1. It is recommended that the number of descriptors assigned to a particular material range from 10-14 descriptors only; 18 is the maximum limit which can be accommodated on the report form. In rare, extreme cases, up to 30 descriptors may be applied to a single instructional material, but over-indexing should be avoided in all cases.

2. It is not necessary to repeat terms already assigned to the Media Format field. The material will be retrieved regardless of the field in which it is entered.

3. Assign terms in a decreasing hierarchy of importance. Record the vital terms first, the least necessary terms last. It is recommended that the terms be assigned in the order given in the general instructions appearing later in this section.

4. Hyphens in the descriptor terms themselves are not permissible. Record the descriptor exactly as it appears in the *Instructional Materials Thesaurus for Special Education, second edition*, capitalizing the first word only in a multi-word term. Record the descriptors in neat, readable columns.

EXAMPLES:

Visual	*Vocabulary*
Sports stories	*Primary grades*
Reading	*Textbooks*

5. In abstracting a series title, use descriptors common to all the individual titles' components only. The contents of each piece in that series will be indicated via the descriptors assigned to that particular title when it is abstracted.

EXAMPLE:

Black Contributors to American Culture Series

Blacks	*Culture*
United States	*Ethnic groups*

(Descriptors common to the entire series)

General Instructions

A. Circle "Instructional" on the NIMIS report form. This identifies the nature of the material being abstracted.

EXAMPLE:

Thesaurus Descriptors: (*Instructional*)

B. Choose terms from the following areas to uniquely identify and distinguish that material. It is preferable to list those terms in the order of the areas as they are given; the most pertinent terms are listed first, the least relevant listed last.

Content Areas:

Using *Curricular--Category 3* of the thesaurus, record at least one general curriculum content term for the material.

Skill Area:

Within content area, using *Sensimotor Skills--Category 18*, determine the major skill areas developed through use of the material, index only those which receive major emphasis.

Grade, Instructional and Interest Level:

Using *Educational Levels/Interest Levels--Category 4*, assign the instructional level indicated by the publisher where possible. Record the general, more inclusive term in cases where the material covers a grade range; indicate both interest level and instructional level where different.

Input/Output Mode:

Assign terms using *Learning Modes--Category 15* to designate the appropriate input and output modes required in using the material.

Handicapping Conditions:

It is preferable to assign terms specified by the publisher as being appropriate for that particular population. Using *Category 8--Exceptionalities/Dysfunctions*, record applicable terms as necessary.

Instructional Approaches, Teaching Methods:

Using *Category 13*, index the particular approach the material presents for the content and skill area taught, e.g., Developmental Approach, Linguistically Based, etc.

C. For further identification or specificity, choose descriptors from the following categories as deemed necessary:

Behavioral terms	------ *Category 1*
Cognitive processes	------ *Category 2*
Educational programs	------ *Category 5*
Employment preparation	------ *Category 6*
Groups (Minority)	------ *Category 11*
Human development	------ *Category 12*
Prevention/Remediation/Therapy	------ *Category 16*
Test/Evaluation	------ *Category 19*

*MF

Media Format

The media format is the physical make-up or classification of the instructional material itself. The entry represents the publisher/producer term for the marketed materials; this term should be used whenever possible. An attempt should be made to adhere to the grosser, more general, inclusive term; elaboration or further specificity may be used when assigning terms in the Thesaurus Descriptor field.

The descriptors used to identify the media must be taken from the Form/Format terms in the *Instructional Materials Thesaurus for Special Education, second edition* and subsequent revisions. Record the term exactly as it appears in the thesaurus, capitalizing only the first word of multi-word terms. Enter all terms in a neat, readable column.

EXAMPLES:

Braille books
Activity books
Films 16mm
Textbooks

Measurement Materials

Measurement materials are used to evaluate, measure and diagnose the current skills of a handicapped child. A slightly different approach to three fields is needed to capture significant information about measurement materials. These three fields and their modifications are as follows:

Accession Number

The prefix "ME" should be entered in this field.

EXAMPLE:

ME

Thesaurus Descriptors

Enter descriptors according to the following guidelines using the *Instructional Materials Thesaurus for Special Education, second edition* and subsequent revisions. The divisions below refer to the Categorical Listing of Descriptors found on pp. 29-33 of the *Instructional Materials Thesaurus for Special Education, second edition.*

Type of Test

Use *Tests/Evaluation--Category 19*

Handicapping Condition

Use *Exceptionalities/Dysfunctions--Category 8*

Special Subject Area

Use *Behavioral Terms--Category 1*
Cognitive Processes--Category 2
Curricular--Category 3
Educational Programs--Category 5
Employment Preparation--Category 6
Equipment--Category 7
Human Development--Category 12
Sensory Motor Skills--Category 17
Skills--Category 18

Age Levels

Use *Educational Levels/Interest Levels--Category 4*

Mode of Presentation

Use *Instructional Approaches/Teaching Methods--Category 13*
Instructional Materials--Category 14

Abstract/Description

The following questions should be considered in the treatment of the abstract description.

1. Is special training needed to administer, score or interpret the test?
2. Is it necessary or possible that the test can be scored and/or interpreted by a machine?
3. Is standardization data available?
4. Are remedial programs suggested, or need they be inferred from the results?

Prototype Materials

Prototype materials are those items of an experimental or one-of-a-kind nature that have been developed as models for possible future development.

Prototype materials are to be reported in the same manner as instructional materials with the exception of the following modification:

Accession Number

Enter "PR" in the Accession Number field.

EXAMPLE:

PR

Training Materials

Media, materials and educational technology training materials are those materials which purport to increase competence in the selection, utilization, evaluation, design, adaptation or production of media, materials or educational technology. A slightly different approach to four fields is needed to capture significant information about training materials. These four fields and their modifications are as follows:

Accession Number

The prefix "TR" (Training Material) should be entered here.

EXAMPLE:

TR

Media Format

Use the *Instructional Materials Thesaurus for Special Education, second edition* and subsequent revisions in the choice of terms for entry in the Media Format field.

Format

Use *Equipment--Category 7*
Form/Format Non-Print--Category 9
Form/Format Print-- Category 10

Instructional Technique

Use *Instructional Approaches/Teaching Methods--Category 13*

Presentation Format

clinics	*institutes*	*seminar*
computer assisted instruction	*lectures*	*simulation*
demonstractions	*practicum*	*workshops*

Thesaurus Descriptors

Use descriptors from the *Instructional Materials Thesaurus for Special Education, second edition* and subsequent revisions. The following divisions refer to the Categorical Listing of Descriptors found on pp. 29-33 of the *Instructional Materials Thesaurus for Special Education, second edition.* Please note that not all descriptors noted for training materials are listed in the *Instructional Materials Thesaurus for Special Education, second edition.*

Target Population (Trainees)

consultants	*paraprofessionals*	*special education teachers*
counselors	*parents*	
diagnosticians	*pre-service personnel*	*speech therapists*
foster parents	*regular classroon teachers*	*supervisory personnel*
health personnel	*remedial teachers*	*teacher aids*
house parents	*resource teachers*	*volunteers*

Handicapping Conditions

Use *Exceptionalities/Dysfunctions--Category 8*

Specific Subject Areas (Objectives)

Use *Behavioral Terms--Category 1*
Cognitive Processes--Category 2
Curricular--Category 3
Learning Modes--Category 15
Sensory Motor Skills--Category 17
Skills--Category 18

Age Levels

Use *Educational Levels/Interest Levels--Category 4*

APPENDIX A

Preparation Sources

Center Preparing Abstracts	Preparation Source Number
S1 (Louisville, Kentucky)	001
S2 (Lincoln, Nebraska)	002
S3 (Madison, Wisconsin)	003
NCEMMH (Columbus, Ohio)	004
CORRC (Lexington, Kentucky)	005
ALRC #1 (Northwest)	006
RRC #1 (Northwest)	007
ALRC #2 (California)	008
RRC #2 (California)	009
ALRC #3 (Southwest)	010
RRC #3 (Southwest)	011
ALRC #4 (Midwest)	012
RRC #4 (Midwest)	013
ALRC #5 (Texas)	014
RRC #5 (Texas)	015
ALRC #6 (Great Lakes)	016
RRC #6 (Great Lakes)	017
ALRC #7 (Illinois)	018
RRC #7 (Illinois)	019
ALRC #8 (Ohio)	020
RRC #8 (Ohio)	021
ALRC #9 (Northeast)	022
RRC #9 (Northeast)	023
ALRC #10 (New York)	024
RRC #10 (New York)	025
ALRC #11 (Pennsylvania)	026
RRC #11 (Pennsylvania)	027
ALRC #12 (Mideast)	028
RRC #12 (Mideast)	029
ALRC #13 (Southeast)	030
RRC #13 (Southeast)	031

APPENDIX B

Roman Numeral Conversion Chart

The following chart is to be used as a guideline in converting Roman Numerals to the Arabic equivalent.

I	1
II	2
III	3
IV	4
V	5
VI	6
VII	7
VIII	8
IX	9
X	10
XI	11
XII	12
XIII	13
XIV	14
XV	15
XVI	16
XVII	17
XVIII	18
XIX	19
XX	20
XXI	21
XXIX	29
XXX	30
XL	40
XLVIII	48
XLIX	49
L	50
LX	60
XC	90
XCVIII	98
XCIX	99
C	100
CI	101
CC	200
D	500
DC	600
CM	900
M	1,000
MCMLXX	1970

Method: The value of a symbol following another of the same or greater value is added (III = 3, XV = 15). The value of a symbol preceding one of greater value is subtracted (IX = 9).

The value of a symbol standing between two of greater value is substracted from that of the second, the remainder being added to that of the first (XIX = 19).

NIMIS Report Form

APPENDIX C

For NCEMMH Use			
	Date Received	Date Approved	Date Rejected
	Format	Date Entered	OCLC Number

Accession Number
035, 098, 099

*Preparation Source
040, 049

*Author/Corporate Author
100

*Title
245

Edition
250

*Price
350

*Publication Information
260 Place of Publication ǂb Publisher ǂc Production Date Copyright Date
c

Program/Series Note
490

Media Format Variant
500

Numerical Identifier
010, 020, 500

Vendor
500
Distributed by

Supplementary Information
500

Evaluation Information
500

☐ *This material has been reviewed by Specialized Office* _____ *and judged appropriate for use with the* _____.

☐ *Field evaluation data are available. Results show that these materials are suitable for* _____.

☐ *Evidence shows that this material is currently being used by teachers in educational programs for the* _____.

☐ *This material has been recommended by an authoritative body for use with the* _____.

NCEMMH Revised Form 1/76, p.1

Set for 12-pitch elite

*Abstract Description
520 (Type double-spaced)

*Thesaurus Descriptors
690 Instructional Training Measurement Prototype
NIMIS

*Media Format
690

Joint Author
700

dc jt. author

NCRPDH Revised Form 1/76, p.2

*Essential Fields

NIMIS Report Form

For NCEMMH Use	Date Received	Date Approved	Date Rejected
	Format	Date Entered	OCLC Number

Accession Number
035, 098, 099
IN

*Preparation Source
040, 049
001-002 073

*Author/Corporate Author
100
Frazier, Ralph P.

*Title
245
Investigating man's environment: biological sciences, by Ralph P. Frazier and Herbert A. Smith.

Edition
250
Braille

*Price
350
$77.40

*Publication Information
260

Place of Publication	ǂb Publisher	ǂc Production Date	Copyright Date
1839 Frankfort Ave. P.O. Box 6085 Louisville, Kentucky,	American Printing House for the Blind,	1973,	℗ 1971

Program/Series Note
490
New Laidlow Science Program

Media Format Variant
500
Large type

Numerical Identifier
010, 020, 500
APH 5-1402

Vendor
500
Distributed by McGraw-Hill

Supplementary Information
500

Evaluation Information
500

[x] *This material has been reviewed by Specialized Office* 1 *and judged appropriate for use with the* visually impaired.

[ ] *Field evaluation data are available. Results show that these materials are suitable for* _____.

[ ] *Evidence shows that this material is currently being used by teachers in educational programs for the* _____.

[ ] *This material has been recommended by an authoritative body for use with the* _____.

NCEMMH Revised Form 1/76, p.1

Set for 12-pitch elite

*Abstract Description
520 (Type double-spaced)

Braille biology textbook for grades 7 and 8 consists of 12 volumes of 1918 pages. Book uses inquiry method of learning through personal involvement in using techniques of observation, experimentation, analysis, and drawing conclusions. Book is made up of 8 units including introduction to living things, protists, plant life, animal life, structures and their functions in man, genetics, history and ecology of living things. Study aids include catalog of living things based on classification system; science experiments and investigations; open-ended questions, word list, summary of ideas, and self-test in each chapter; suggestions for additional reading and glossary. Textbook is available in 18 point large type edition in 5 volumes, 1100 pages, Cat. No. 4-0248, $53.00. FKC, 6-75

*Thesaurus Descriptors
690 Instructional Training Measurement Prototype
NIMIS
Biology
Grade 7
Tactual
Inquiry training
Textbooks
Blind
Science
Grade 8

*Media Format
690
Braille books
Textbooks

Joint Author
700
Smith, Herbert A.
f/c jt. author

NCEMMH Revised Form 1/76, p.2

*Essential Fields

This form was designed for the purpose of submitting suggestions and dealing with questions or problems not covered in the manual.

NCEMMH Information Services
NIMIS Data Preparation Manual Form

Office/Person submitting suggestion Date

Suggestion/Question/Problem:

Check appropriate box
☐ manual ☐ report form
☐ abstract procedure ☐ other

Response to Suggestion/Question/Problem

Center staff responding to request Date

Mail form to: Editor, NIMIS Data Preparation Manual
National Center on Educational Media
and Materials for the Handicapped
The Ohio State University
Columbus, Ohio 43210

Bibliography

The following materials were examined and used in the preparation of this manual.

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VN 23
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ADDENDUM

NIMIS
Data Preparation
Manual

Revised Edition January 1976

Instructions for Completing the NIMIS Audiovisual Report Form
April 1976

National Center on Educational Media and Materials for the Handicapped
The Ohio State University
Columbus, Ohio 43210

April 1976 Publication No. NC-76.401-A

The Center is funded under Contract OEC-300-72-4478 by the Office of Education, U.S. Department of Health, Education, and Welfare; the contract is administered through the College of Education and the Research Foundation of The Ohio State University. Contractors undertaking such projects under government sponsorship are encouraged to express their judgment freely in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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Introduction

The NIMIS Audiovisual Report Form has been devised to more explicitly and precisely catalog the specific characteristics of audiovisual materials, and to more readily accommodate and adapt to the new audiovisual workform introduced by the Ohio College Library Center. The new Audiovisual Report Form will avail the abstractor of the appropriate allotments necessary to capture pertinent information which is basic for the accurate retrieval of audiovisual and special instructional materials housed in NIMIS.

Materials to be abstracted using the new Audiovisual Report Form include principal audiovisual media:

Films
Filmstrips
Slides
Transparencies
Videorecordings

and special instructional materials:

Charts
Dioramas
Flashcards
Games
Kits
Microscope Slides
Models
Realia

The new Report Form conforms to the original monograph Report Form with the exception of two additional fields: the physical description fixed (007) and variable (301) field. The fixed, 007 field contains coded descriptive information pertaining to films, filmstrips, slides, transparencies and videorecordings. The variable, 301 field allows for elaboration as to characteristics and contents of audiovisual and special instructional materials, and any accompanying materials. The 007 field applies only to principal audiovisual media; the 301 field encompases both audiovisual and special instructional materials.

The NIMIS Audiovisual Report Form is to be used when abstracting a kit which contains multiple media formats, e.g. a kit comprised of books, filmstrips and an audiotape cassette. Abstract as a kit, delineating the contents in the appropriate subfields. Avoid splitting series in the categorization of formats and Report Forms; it is preferable that all components of a series be abstracted on identical Report Forms.

Scope

The NIMIS Audiovisual Report Form is to be used with any audiovisual or special instructional material. For any material consisting of book format only, the original book NIMIS Report Form is to be used. The new AV Report Form must be used when abstracting the following formats:

Charts	Games	Realia
Dioramas	Kits	Slides
Flashcards	Microscope Slides	Transportation
Films	Models	Videorecordings
Filmstrips		

There are two additional fields on the Audiovisual Report Form, the 007 and 301 fields, both of which are physical description fields. The 007 field applies only to films, filmstrips, slides, transparencies, and videorecordings. The 301 field pertains to those same materials in addition to charts, dioramas, flashcards, games, kits, microscope slides, models and realia. Books will continue to be abstracted on the original NIMIS Report Form.

Information will be recorded in the 007 field via a single-character code; the 301 field delineates explicitly the physical characteristics of the medium being abstracted. Both fields are comprised of 6 subfields; certain subfields will pertain only to specific materials. In most cases, not all subfields will contain information, coded or otherwise. When

information is unavailable or inappropriate for a particular subfield, no entry is to be made.

Specifications for the completion of these fields follow in the next two sections; queries or comments are to be addressed to Mary Joncich, NIMIS System Specialist, NCEMMH.

Standard abbreviations are acceptable in recording information in the 301 field. The following list suggests the most frequently used terms and their American Library Association approved abbreviations.

Accompaniment	*acc*
And	*&*
Approximately	*approx.*
Black and white	*b&w*
Centimeter, s	*cm*
Each	*ea.*
Following	*ff.*
Foot, feet	*ft.*
Frame, s	*fr.*
Hour, s	*hr.*
Inch, es	*in.*
Including	*incl.*
Millimeter, s	*mm*
Minute, s	*min.*
Monaural	*mono*
Number, s	*no.*
Numbered	*numb.*
Revolutions per minute	*rpm*
Second, s	*sec.*
Side, s	*s.*
Silent	*si.*
Sound	*sd.*
Stereophonic	*stereo*

BOOKS

Activity Books
Adventure Stories
Animals
Anthologies
Application Forms
Autobiographies
Basal Readers
Bibliographies
Biographies
Braille Books
Calendars
Checklists
Comic Books
Consumable Paper Products
Curriculum Guides
Diagrams
Dictionaries
Drama
Encyclopedias
Essays
Fantasy
Fiction
Inkprints
Instructional Leaflets
Large Type Materials
Literature
Music Books
Mystery Stories
Methology
Newspaper
Nursery Rhymes
Pamphlets
Periodicals
Picture Books
Picture Dictionaries
Plays
Poetry
Preprimers
Primers
Reference Books
Resource Guides
Science Fiction
Series
Short Stories
Simulation Materials
Sports Stories
Supplementary Reading Materials
Teacher Editions
Teacher Materials
Teachers' Guides
Textbooks
Unit Plans
Workbooks
Worksheets
Worktexts

007 PHYSICAL DESCRIPTION FIXED FIELD

The information to be recorded in this field is to appear in the form of a one-character code which represents characteristics of the media being abstracted. There are six separate pieces of information to be recorded here, each one-letter code being stored in a distinct subfield. The first subfield indicator, ≠a, does not appear on the form; all others (≠b, ≠c, ≠d, ≠e, ≠f) are visible. With the exception of subfield ≠a, all information is to be recorded in code following the subfield indicator to which it pertains. The information for the first subfield ≠a is to be entered prior to the ≠b designation, as the indicator ≠a is understood by the computer.

Entries in the subfields will vary according to the nature and applicability to the material being abstracted; certain subfields will always be blank. The skeleton 007 field is displayed below.

007 ≠b ≠c ≠d ≠e ≠f

A one-character code is to be entered following each appropriate subfield indicator to designate the required information. Subfield ≠a data is to be stored prior to the subfield ≠b indicator.

An explanation of the subfield entries follows. Note that certain subfields pertain to specific materials only; codes are to be entered when applicable to the particular material at hand.

The detailed 007 field delineates the nature of the information appropriate for each respective subfield.

007 (≠a) ≠b ≠c ≠d ≠e ≠f

Where:

≠a = *Form of Release*
≠b = *Color*
≠c = *Presentation Format*
≠d = *Sound on Film*
≠e = *Media for sound*
≠f = *Dimensions*

≠a *Form of Release*

This subfield is appropriate only for media produced in a motion picture mode. Record the one-character code to indicate the form in which the film, filmstrip or videotape is released. If the material is not one of above, leave the subfield blank.

r = Reel to reel
c = Cartridge
d = Disc
f = Cassette
o = Roll
z = Other

SAMPLE ENTRY

In this example, the *r* indicates a reel to reel film.

007 *r*

≠b *Color*

This subfield is appropriate for films, filmstrips, slides, transparencies or videotapes and indicates the medium used: color, black and white, or a combination of the two. If the medium used is indeterminate, leave the subfield blank. Record the one-character code following the subfield ≠b indicator.

b = Black and white
c = Color
m = Combination of the two
z = Other (Sepia, etc.)

SAMPLE ENTRY

In this example, the *c* indicates the medium used is color.

≠b *c*

≠c *Presentation Format*

This subfield pertains only to films. Record the one-character code to denote a standard or special presentation format. Leave the subfield blank if the material is not a film; record standard unless otherwise specified.

a = Standard
b = Wide screen
c = 3D
d = Anamorphic
e = Other

SAMPLE ENTRY

In this example, the *a* indicates that the film is presented in standard format.

≠c *a*

≠d *Sound on Film or Separate*

The subfield applies to any film medium and indicates if the sound is on the film itself or separate. Record the appropriate one-character code to films with soundtrack; when the film is silent or the sound characteristics are indeterminate, leave the subfield blank.

a = Sound on film
b = Soundtrack separate from picture

SAMPLE ENTRY

The following example represents a film with the sound on the film.

≠d *a*

≠e *Media for Sound*

This subfield continues the sound characteristics of the film medium and further identifies the media for sound. When no sound is present, or when the source of sound indeterminate, leave the subfield blank.

a = Optical soundtrack on film
b = Magnetic soundtrack on film
c = Magnetic disc
d = Disc (Audio)
e = Magnetic tape on reel
f = Magnetic tape on cassette
h = Other

SAMPLE ENTRY

The following example represents optical soundtrack on the film.

≠e *a*

≠f *Dimensions*

This subfield is appropriate for all principal audiovisual media, and indicates the width of films or filmstrips, and the dimensions of slides, transparencies and videotapes.

Films and Filmstrips

a = 8 mm
b = Super 8 mm
c = 9.5 mm
d = 16 mm
e = 28 mm
f = 35 mm
g = 70 mm

Slides

j = 2 x 2 in.
k = 2 1/4 x 2 1/4 in.

Videorecordings

n = 1/4 in.
o = 1/2 in.
p = 1 in.
q = 2 in.

Transparencies

s = 4 x 5 in.
t = 5 x 7 in.
u = 7 x 7 in.
v = 8 x 10 in.
w = 9 x 9 in.
x = 10 x 10 in.

y = Unspecified
z = Others

SAMPLE ENTRY

The following example represents an 8 mm film.

≠f *a*

SAMPLE ENTRIES

The following represent examples of completed 007 field entries for each of the principal audiovisual materials. Note that not all subfields apply to every medium.

Film

Silent, black and white, 16 mm motion picture

007 *r* ≠b *b* ≠c *a* ≠d ≠e ≠f *d*

Filmstrip

Color, captioned filmstrip with tape cassette

007 *o* ≠b *c* ≠c ≠d *b* ≠e *f* ≠f *f*

Slide

2 x 2 in. color slide(s), with audio disc

007 ≠b *c* ≠c ≠d *b* ≠e *d* ≠f *j*

Transparency

Black and white, 8 x 10 transparency(ies)

007 ≠b *b* ≠c ≠d ≠e ≠f *v*

Videorecording

1 in., color, videorecording with soundtrack

007 *d* ≠b *c* ≠c ≠d *a* ≠e *h* ≠f *p*

301 PHYSICAL DESCRIPTION VARIABLE FIELD

Unlike the 007 field, the 301 physical description field pertains to both audiovisual and special instructional materials, i.e. charts, films, filmstrips, flashcards, games, kits, microscope slides, models, realia, slides, transparencies and videorecordings. Codes are not used in the 301 field; the information is recorded explicitly using approved abbreviations. Refer to the list of standard American Library Association abbreviations found in the summary of Section I.

There are six subfields in this physical description field as well, containing information regarding the extent, speed (videorecordings), sound and color characteristics, dimensions and accompanying material specifics. As with the 007 field, the subfields applicable to a given material will vary according to the nature of that material. Depending on the type of material being abstracted, certain subfields will always be inappropriate and therefore remain blank.

Much of the information recorded in this field has previously been recorded in the abstract description field. This 301 field has retrieval potential and the capability to very explicitly and succinctly store the specifics of the material being abstracted. Therefore, the information previously housed in the AD field and appropriate to this 301 field need not be repeated in the abstract description. This will free the AD field of some extraneous redundancy and allow the information to be recorded and retrieved in a uniform and standard manner.

The skeleton 301 field appears on the Report Form as:

301 (≠a) ≠b ≠c ≠d ≠e ≠f

Where:

≠a = *Extent*
≠b = *Sound characteristics*
≠c = *Color characteristics*
≠d = *Dimensions*
≠e = *Accompanying material*
≠f = *Speed (Videorecordings)*

The following summarizes the provisions for physical description for each medium. Subfield codes are captioned to specify the characteristics used for each medium. If a subfield code is not listed for a particular medium, its use is not anticipated for that medium.

Charts

301 (≠a) ≠c ≠d ≠e

≠a = *Number of charts or flipcharts*
≠c = *Color/black & white*
≠d = *Height x width in centimeters*
≠e = *Accompanying materials*

SAMPLE ENTRIES

12 black and white charts, 15 x 10 cm each

301 *12 charts* ≠b ≠c *b&w* ≠d *15 x 10 cm* ≠e ≠f

1 color flipchart, 59 x 42 centimeters with teacher's guide

301 *1 flipchart* ≠b ≠c *col.* ≠d *59 x 10 cm* ≠e *&teacher's guide* ≠f

Dioramas

Dioramas are not included in the 301 physical description field. Specific characteristics of dioramas are to be outlined in the Abstract Description field.

Films

301 (≠a) ≠b ≠c ≠d ≠e

≠a = *Number of reels together with running time*
≠b = *Silent/sound*
≠c = *Color/black & white*
≠d = *Width of film in millimeters*
≠e = *Accompanying materials*

SAMPLE ENTRIES

19 minute, silent, 16 mm color motion picture

301 *19 min.* ≠b *si.* ≠c *col.* ≠d *16 mm* ≠e ≠f

Fifteen 4-minute, black & white, sound 8 mm films

301 *15 films: 4 min. ea.* ≠b *si.* ≠c *b&w* ≠d *8 mm* ≠e ≠f

Filmstrips

301 (≠a) ≠c ≠d ≠e

≠a = *Number of frames, double frames, or rolls*
≠c = *Color/black & white*
≠d = *Width of film in millimeters*
≠e = *Accompanying materials, sound accompaniment*

SAMPLE ENTRIES

66 frames, black & white, 35 mm filmstrip with phonodisc

301 *66 fr.* ≠b ≠c *b&w* ≠d *35mm* ≠e *&phonodisc: 23 min.* ≠f

48 double frame color filmstrip, 35 mm with cassette

301 *48 double fr.* ≠b ≠c *col.* ≠d *35 mm* ≠e *&cassette: 41 min.* ≠f

Flashcards

301 (≠a) ≠c ≠d ≠e

≠a = *Number of cards*
≠c = *Color/black & white*
≠d = *Height x width in centimeters*
≠e = *Accompanying materials*

SAMPLE ENTRIES

40 color flashcards, 22 x 28 cm with study guide

301 *40 cards* ≠b ≠c *col.* ≠d *22 x 28 cm* ≠e &*study guide* ≠f

118 black and white cards, 3 x 9 cm

301 *118 cards* ≠b ≠c *b&w* ≠d *3 x 9 cm* ≠e ≠f

Games

301 (≠a) ≠e

≠a = *Number of pieces or components*
≠e = *Accompanying materials*

SAMPLE ENTRIES

Game containing multiple pieces with teacher's guide

301 *various pieces* ≠b ≠c ≠d ≠e *&teacher's guide* ≠f

25 piece game with directions

301 *25 pieces* ≠b ≠c ≠d ≠e *&directions* ≠f

Kits

301 (≠a)

≠a = *Enumeration of contents*

SAMPLE ENTRIES

Kit containing 25 activity cards, 1 tape cassette, 2 filmstrips, 14 transparencies, 5 study guides

301 *25 activity cards, 1 tape cassette, 14 transparencies, 5 study guides,* ≠b ≠c ≠d ≠e ≠f *2 filmstrips*

Kit of 2 books, 4 posters, 1 phonograph disc, 12 slides

301 *2 books, 4 posters, 12 slides, 1 phonodisc* ≠b ≠c ≠d ≠e ≠f

Microscope Slides

301 (≠a) ≠c ≠e

≠a = *Number of slides*
≠c = *Type of stain*
≠e = *Accompanying materials*

SAMPLE ENTRIES

100 slides

301 *100 slides* ≠b ≠c ≠d ≠e ≠f

10 stained slides with teacher's manual

301 *10 slides* ≠b ≠c *stained* ≠e &*teacher's manual* ≠f

Models

301 (≠a) ≠c ≠d ≠e

≠a = *Number of models or mock-ups*
≠c = *Color statement*
≠d = *Height x width, height x width x depth in cm*
≠ = *Accompanying materials*

SAMPLE ENTRIES

2 color models, 45 x 60 cm with lesson plans

301 *2 models* ≠b ≠c *col.* ≠d *45 x 60 cm* ≠e *&lesson plan* ≠f

1 model, 35 x 22 cm

301 *1 model* ≠b ≠c ≠d *35 x 22 cm* ≠e ≠f

Realia

301 (≠a) ≠c ≠d ≠e

≠a = *Enumeration of components*
≠c = *Color statement*
≠d = *Height x width (or depth) in cm.*
≠e = *Accompanying material*

SAMPLE ENTRIES

2 hand puppets in color about 35 cm each

301 *2 hand puppets* ≠b ≠c *col.* ≠d *35 cm* ≠e ≠f

32 specimens with accompanying study guide

301 *32 specimens* ≠b ≠c ≠d ≠e *&study guide* ≠f

Slides

301 (≠a) ≠c ≠d ≠e

≠a = *Number of slides*
≠c = *Color/black & white*
≠d = *Height x width in inches*
≠e = *Accompanying materials*

SAMPLE ENTRIES

40 color, 2 x 2 inch slides with phonodisc

301 *40 slides* ≠b ≠c *col.* ≠d *2 x 2 in.* ≠e *&phonodisc* ≠f

200 slides in black and white, 2 x 2 inches

301 *200 slides* ≠b ≠c *b&w* ≠d *2 x 2 in.* ≠e ≠f

Transparencies

301 (≠a) ≠c ≠d ≠e

≠a = *Number of transparencies*
≠c = *Color/black & white*
≠d = *Height x width in inches*
≠e = *Accompanying materials*

SAMPLE ENTRIES

54 transparencies, in color, 10 x 12 inches

301 *54 transparencies* ≠b ≠c *col.* ≠d *10 x 12 in.* ≠e ≠f

7 color transparencies, 10 x 10 in. with 2 cassettes

301 *7 transparencies* ≠b ≠c *col.* ≠d *10x10 in.* ≠e *&2 cassettes* ≠f

Videorecordings

301 (≠a) ≠b ≠c ≠d ≠e ≠f

≠a = *Number of reels, etc. with running time in minutes*
≠b = *Sound/silent*
≠c = *Color/black & white*
≠d = *Width of tape in inches*
≠e = *Accompanying materials*
≠f = *Speed in revolutions per minute*

SAMPLE ENTRIES

A 30-minute, black and white, 2-inch disc videotape

301 *30 min.* ≠b ≠c *b&w* ≠d *2 in.* ≠e ≠f *1500 rpm*

A 12-reel, 15 min. each, sound, color videotape with guide

301 *12 reels: 15 min. ea.* ≠b *sd.* ≠c *col.* ≠d *3/4 in.*
≠e *&guide* ≠f

305 PHYSICAL DESCRIPTION FIELD FOR AUDIORECORDINGS

Physical descriptions of audiorecordings are entered in much the same way as those for special instructional materials. For our purposes, audiorecordings will include the following formats:

Audiotape Cartridges
Audiotape Cassettes
Audiotapes Reel to Reel
Phonograph Records

The physical description (305) field for sound recordings contains size, speed and sound characteristic information; applicability will vary according to the form of release of the material. Instructions for each medium are given below including samples for each particular sound recording.

Record the physical description (305) information in the 301 field on the Audiovisual Report Form. When information is unavailable or inappropriate for a particular subfield or entry, leave that subfield blank.

305 (≠a) ≠b ≠c ≠d ≠e ≠f

≠a = *Number of slides, albums, cylinders, reels*
≠b = *Size*
≠c = *Speed*
≠d = *Microgroove or standard*
≠e = *Sound characteristics*
≠f = *Number of tracks*

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Audiotape Cartridges

305 (≠a) ≠b ≠c ≠e ≠f

≠a = *Number of cartridges*
≠b = *Width of tape*
≠c = *Speed*
≠e = *Sound characteristics*
≠f = *Number of tracks*

SAMPLE ENTRIES

Full track, 1 inch, 3 3/4 in. per sec. monaural audio cartridge

305 *1 cartridge ≠b 1 in. ≠c 3 3/4 in. per sec. ≠d ≠e mono ≠f 1-track*

8-track audio cartridge, 7 1/2 ips, 1/2 inch wide

305 *1 cartridge ≠b ½ in. ≠c 7½ in. per sec. ≠d ≠e ≠f 8-track*

Three-1/4 in., 4-track audio cartridges, 3 3/4 ips. stereophonic

305 *3 cartridges ≠b ¼ in. ≠c 3 3/4 in. per sec. ≠d ≠e stereo*
≠f 4-track

Audiotape Cassettes

305 (≠a) ≠b ≠c ≠e ≠f

≠a = *Number of cassettes*
≠b = *Width of tape*
≠c = *Speed*
≠e = *Sound characteristics*
≠f = *Number of tracks*

SAMPLE ENTRIES

1 half-track, 1 in. audio cassette, 3 3/4 in. per sec., mono

305 *1 cassette ≠b 1 in. ≠c 3 3/4 in. per sec. ≠d ≠e mono ≠f 2-track*

Two, 1/2 in., 8-track audiocassettes, 7 1/2 in. per sec.

305 *2 cassettes ≠b 1/2 in. ≠c 7 1/2 in. per sec. ≠d ≠e ≠f 8-track*

Four-track, 1/4 in. audio cassette, 3 3/4 in. per sec.

305 *1 cassette ≠b 1/4 in. ≠c 3 3/4 in. per sec. ≠d ≠e ≠f 4-track*

Audiotapes Reel to Reel

305 (≠a) ≠b ≠c ≠e ≠f

≠a = *Number of reels*
≠b = *Diameter of reel*
≠c = *Speed of tape*
≠e = *Sound characteristics*
≠f = *Number of tracks*

SAMPLE ENTRIES

Two-12 in., 3 3/4 in. per sec., 4-track monaural reels

305 *2 reels ≠b 12 in. ≠c 3 3/4 in. per sec. ≠d ≠e mono ≠f 4=track*

One-5 in. reel, 7 1/2 in. per sec., full track, stereophonic

305 *1 reel ≠b 5 in. ≠c 7½ in. per sec. ≠d ≠e stereo ≠f 1-track*

Four-7 in., 8-track, 3 3/4 in. per sec. reels

305 *4 reels ≠b 7 in. ≠c 3 3/4 in. per sec. ≠d ≠e ≠f 8-track*

Phonograph Records

305 (≠a) ≠b ≠c ≠d ≠e

≠a = *Number of sides*
≠b = *Diameter of disc*
≠c = *Speed*
≠d = *Microgroove or standard*
≠e = *Sound characteristics*

SAMPLE ENTRIES

Four-10 in. disc, 33 1/3 rpm, monaural

305 *4 discs* ≠b *10 in.* ≠c *33 1/3 rpm* ≠d *stnd.* ≠e *mono* ≠f

1-12 inch phono record, 45 rpm, stereophonic

305 *1 disc* ≠b *12 in.* ≠c *45 rpm* ≠d *stnd.* ≠e *stereo* ≠f

Six-12 inch, 45 rpm discs

305 *6 discs* ≠b *12 in.* ≠c *45 rpm* ≠d *stnd.* ≠e ≠f

306 DURATION OF AUDIORECORDING

Timings for sound recordings are entered in the Supplementary Information (500) field. Timings represent the duration of the audio-recording and are entered in terms of hours, minutes and seconds. This field contains six digits entered in blocks of two expressed as a single number.

hrs. sec.
↑ ^
000000
v
min.

002016	=	*20 minutes, 16 seconds*
014500	=	*1 hour, 45 minutes*
000300	=	*3 minutes*

This information is to be recorded for all audiorecording materials; approximate duration only when given as such. If unavailable, including secondary sources, leave the field empty. Entries are to be made in the Supplementary Information (500) field as show ir the example below.

306:	*001630*	(16 1/2 minutes)
306:	*010500*	(1 hour, 5 minutes)
306:	*000043*	(43 seconds)

Summary

The Audiovisual Report Form incorporates audiorecordings in capturing physical description information in the 301 and supplementary note fields. The entries are made similar to those for audiovisual and special instructional materials with the exception of the timings information. Duration of recordings is entered in the supplementary information field as a six-digit number representing hours, minutes and seconds expressed in sequences of two.

In all entries, only information applicable to a particular subfield is to be recorded. Since the information for each specific format varies, certain subfields will always remain empty when abstracting those materials. The provision of this bibliographic data further delineates and identifies specific characteristics of materials entered into NIMIS. This affords increased compatibility of NIMIS records with existing national standards, including the Library of Congress, American Library Association, Association of Educational communications and Technology and the Ohio College Library Center.